

DOCUMENT RESUME

ED 196 326

HE 013 290

TITLE Programme on Education and Training.
 INSTITUTION United Nations Univ., Tokyo (Japan).
 REPORT NO HSDPD-10; ISBN-92-808-0012-4; UNUP-12
 PUB DATE 79
 NOTE 22p.
 AVAILABLE FROM United Nations University, Toho Seimei Building,
 15-1, Shibuya 2-chome, Shibuyaku, Tokyo 150,
 Japan

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Advisory Committees: *College Role; Curriculum
 Development: Developing Nations: *Educational Policy:
 *Extension Education: Higher Education:
 *International Education: International Educational
 Exchange: *International Programs; Program
 Administration: *Research Needs: Technological
 Advancement: Universities: *World Problems

IDENTIFIERS Mission Statements: *United Nations University
 (Japan)

ABSTRACT

The proposed educational policy and program of the United Nations University are described. The university's purpose is to provide innovative educational activities appropriate to "pressing global problems of human survival, development and welfare," in accordance with the university charter. Education and research are undertaken together in an effort to integrate findings in the curriculum. The three research programs are in world hunger, human and social development, and the use and management of natural resources. The intended audience for the university is broad: regional and local officials, public and private agency employees, wage-earners, self-employed professionals, peasants, students, housewives, international officials, and university professors in both developed and developing countries. Programs take the forms of seminars, workshops, courses, and fellowships. Instructional materials must come from a variety of sources, now under investigation. Existing institutions in the countries served are to be used as bases for educational and research programs. A program advisory committee is proposed to provide unified programs for each of the three priority areas and to consider appropriate methods of teaching, the potential of new teaching aids, and the need for higher-level teaching skills. It is proposed that in 1978 two areas be emphasized: elimination of hunger and creation of appropriate technology for rural development. (MSE)

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ED196326



HSDPD-10/UNUP-12
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Programme Document

Programme on Education and Training

Dudley Seers

U.S. DEPARTMENT OF HEALTH,
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THE UNITED NATIONS UNIVERSITY

From the CHARTER OF THE UNITED NATIONS UNIVERSITY

ARTICLE I

Purposes and structure

1. The United Nations University shall be an international community of scholars, engaged in research, post-graduate training and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the United Nations. In achieving its stated objectives, it shall function under the joint sponsorship of the United Nations and the United Nations Educational, Scientific and Cultural Organization (hereinafter referred to as UNESCO), through a central programming and co-ordinating body and a network of research and post-graduate training centres and programmes located in the developed and developing countries.

2. The University shall devote its work to research into the pressing global problems of human survival, development and welfare that are the concern of the United Nations and its agencies, with due attention to the social sciences and the humanities as well as natural sciences, pure and applied.

3. The research programmes of the institutions of the University shall include, among other subjects, coexistence between peoples having different cultures, languages and social systems; peaceful relations between States and the maintenance of peace and security; human rights; economic and social change and development; the environment and the proper use of resources; basic scientific research and the application of the results of science and technology in the interests of development; and universal human value related to the improvement of the quality of life.

4. The University shall disseminate the knowledge gained in its activities to the United Nations and its agencies, to scholars and to the public, in order to increase dynamic interaction in the world-wide community of learning and research.

5. The University and all those who work in it shall

act in accordance with the spirit of the provisions of the Charter of the United Nations and the Constitution of UNESCO and with the fundamental principles of contemporary international law.

6. The University shall have as a central objective of its research and training centres and programmes the continuing growth of vigorous academic and scientific communities everywhere and particularly in the developing countries, devoted to their vital needs in the fields of learning and research within the framework of the aims assigned to those centres and programmes in the present Charter. It shall endeavour to alleviate the intellectual isolation of persons in such communities in the developing countries which might otherwise become a reason for their moving to developed countries.

7. In its post-graduate training the University shall assist scholars, especially young scholars, to participate in research in order to increase their capability to contribute to the extension, application and diffusion of knowledge. The University may also undertake the training of persons who will serve in international or national technical assistance programmes, particularly in regard to an interdisciplinary approach to the problems with which they will be called upon to deal.

ARTICLE II

Academic freedom and autonomy

1. The University shall enjoy autonomy within the framework of the United Nations. It shall also enjoy the academic freedom required for the achievement of its objectives, with particular reference to the choice of subjects and methods of research and training, the selection of persons and institutions to share in its tasks, and freedom of expression. The University shall decide freely on the use of the financial resources allocated for the execution of its functions. . . .

PROGRAMME ON EDUCATION AND TRAINING

Dudley Seers

THE UNITED NATIONS UNIVERSITY

This document was prepared within the framework and as part of a research project of the United Nations University's Human and Social Development Programme. The views expressed in the paper are those of the author and not necessarily those of the United Nations University.

HSDPD-10/UNUP-12

ISBN 92-808-0012-4

ISSN 0379-5799

Printed in Japan in 1979 by the United Nations University,

Toho Seimei Building, 15-1, Shibuya 2-chome, Shibuya-ku, Tokyo 150, Japan

Tel: (03)499-2811 Telex: J25442 Cable: UNATUNIV TOKYO

2-1000

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PREFACE

In preparing this paper, I was helped by two *ad hoc* interregional Advisory Committees of the Human and Social Development (HSD) Programme. One consisted of Dr. V.M. Dandekar, Director of the Gokhale Institute in Poona, and Dr. R. Lagos of CLACSO, together with Dr. K. Mushakoji and Dr. P. Henriquez of the United Nations University; it met in Cairo in November 1976. (Dr. H. Onitiri of Ibadan was unable to take part because of illness.) The second, which consisted of Dr. A.S. Bujra, Executive Secretary of CODESRIA, Dr. P. Wignaraja of the Asian Planning Institute, and Drs. Lagos and E. Oteiza of CLACSO, as well as Drs. Mushakoji and Henriquez, met in Mexico City in November 1977. I also benefitted from comments by colleagues at the University of Sussex and suggestions made at the UN University Consultative Meeting in London on 25 and 26 October 1976, at Advisory Committee meetings of the Programme in Tokyo in January 1977 and in Mexico City in November 1977, and also at a Latin American consultative seminar at the same time and place. These meetings generally supported my approach. Finally, I drew heavily on a paper by Dr. Oteiza, written for the Mexico City seminar. However, I put this report forward on my personal responsibility.

I. INTRODUCTION

1. A university can hardly refrain from educational activities. But even if the United Nations University were not called a university, it would need these activities.

- (a) The creation of a major institution provides a major opportunity for innovating new forms of education with new content, appropriate to evolving perceptions of the "pressing global problems of human survival, development and welfare" (to quote the University Charter).
- (b) Education and research reinforce each other, and, for this reason, they are joined in any institution of higher education.
- (c) Educational activities provide opportunities for making the work of the University more coherent.
- (d) These activities will make the University better known.

The innovative role

2. The need for innovation has shaped the University's policies of research. It arises in the educational field too. As an Expert Group of the Programme said: "There is an urgent need, not so much for more and better trained experts, as for experts who are socially and culturally sensitive, who, while commanding the tools of their discipline, are aware of its limitations, people who can grasp imaginatively the global issues confronting mankind without losing sight of the needs and aspirations of the individual. Such training should correct the technocratic bias that is inherent in much present training."*

3. The upheavals which are shaking the world imply the need for educational institutions to reexamine the role and content of their programmes. Yet few have

* Report of the United Nations University Expert Group on Human and Social Development, 10-14 November 1975, p. 43.

done so: syllabi are often more or less the same as in the 1960s (even with the same titles of lectures and the same reading lists).

4. It is, for example, becoming clear that purely economic analyses are inadequate, and often dangerously misleading. There is now a widespread recognition that, even where fast economic growth has been achieved, it has often failed to significantly reduce unemployment, poverty or inequality. Partly for this reason, purely economic strategies have become associated with oppressive political regimes. Even where governments are committed to social development, the reasons for limited progress often seem to lie not only in lack of resources (which is certainly no problem for many oil exporters) but rather in the political forces at work. Economic improvement also often means environmental deterioration. While a multidisciplinary approach is perhaps most obviously necessary in the social sciences, the need is also considerable, and even less recognized, in other areas: the education of architects, engineers and natural scientists often fails to include much or any reference to the political context in which they will work, or the economic feasibility or social consequences of different techniques or designs.

5. The role of international courses especially needs reconsideration. During the 1950s and 1960s, when it was widely—if tacitly—believed that fast economic growth would be sufficient to achieve social and political development, training was seen as one mechanism by which techniques for the acceleration of economic growth, especially planning and administration, could be transferred to those in "developing" countries. This approach led to special courses being established in the "developed" or "centrally-planned" countries run primarily, or only, for overseas government officials nominated by their governments. Many of these courses were direct descendants of those which were mounted to prepare colonial civil servants for self-government.

6. There is now, however, a growing realization (especially since the sharp rise in the price of oil) not merely that "modernization" is an inappropriate guiding concept, but also that systems of administration of primarily *laissez-faire* private enterprise countries, or of countries with a highly-developed system of central planning, cannot be transferred to countries with different economic systems, different political structures and different social strategies.

7. In any case, there are no longer any accepted paradigms in the sense that there are countries which are regarded as requiring no further development. On the contrary, all are perceived as facing severe social and political problems, originating, in part at least, from the pace of technological advance and the economic and political inequalities associated with it. Problems of development certainly loom especially large in tropical areas, which contain a high proportion of the world's population, and on which the University rightly concentrates its research;

moreover, social needs take different forms in different types of countries. Yet the University can play a useful role in promulgating a more symmetrical—one might say less paternalistic—approach to development, in line with its role as a United Nations university. I shall deal later with the implications for its own educational activities.

Links between education and research:

8. Educational activities can be one of the most important ways by which the results of research are disseminated. This does not mean passing on "findings", but rather disseminating the implications for development strategy (taking account, of course, of research in other institutions).

9. Conversely, research can benefit if education is not conceived in a narrow and old-fashioned manner, as a one-way provision of information to school children, but as a two-way process, in the sense that it responds to influences originating at both ends. It should not only diffuse the implications of research on the frontiers of knowledge rapidly and directly, but also enable the researchers to receive, in turn, reactions on the practical relevance of their work, including the feasibility of their recommendations.* What is needed is not really a "teacher" at all but an intermediary who can grasp the significance of new research for theory and policy, put conclusions in a form assimilable by adults who are laymen in the field, and transmit the latter's reactions back to those financing, planning and undertaking the research.

The integrating function of educational activities

10. There are obvious dangers that the three research programmes of the United Nations University, World Hunger, Human and Social Development, and the Use and Management of Natural Resources, will each go its own way, and indeed draw gradually further apart. There is a clear need for interaction among them and a continuous process of drawing their joint implications if they are to achieve their potential impact. Educational activities provide a framework for achieving this. The very questions of what each programme of research implies for development strategy raise a further question about their joint implications.

* As one illustration (out of many that could be used), if the architects who first designed "high-rise" residential blocks had been able to receive a rapid response from social workers and housewives, many billions of dollars could have been saved, and much mental disease and crime avoided. (This example also raises questions about the education received by architectural students.)

11. It follows that there should not be separate educational projects in each of the three programmes. A distinction perhaps needs to be made here between "training" and "education". An individual Programme Vice-Rector may well see the need for a way of imparting skills to those taking part in the Programme, or for making it possible for Fellows to be attached to research centres in a network, or even of disseminating purely technical results. That can be called "training".

12. It is not the same, however, as the process of assessing the wider implications of research, promulgating them and conveying outside reactions back to the researchers, which is rather "education". Since the implications of research in any one of the three fields will be related to those of work in other fields, and it is necessary to build up a common fund of experience in activities at different levels by different media, there is a strong case for organizing these forms of education as a separate UN University programme covering all the programmes of the University.

Education and public relations

13. Educational activities will bring a number of people into contact with the University, and will indirectly reach a much larger number of people, especially through published materials (see paragraphs 35-40).

II. GUIDELINES FOR THE EDUCATIONAL PROGRAMME

Location

14. I shall turn now to "education" in this sense, and draw from the previous analysis some implications for the organization of the programme. The widening of the scope of "development" means that it would be a mistake if the University were seen as yet another vertical (South-North) channel by which trainees from "developing" countries come to "developed" or "centrally-planned" countries. Naturally, the experience of countries already industrialized is relevant for those which are not, and it is useful to study on-the-spot institutions, such as multinational corporations and aid agencies, the policies of which affect overseas countries. But the University provides a big opportunity for more genuinely international education, exploring the causes of the concentration of economic, social and political power wherever it occurs.

15. This means carrying out educational activities in "developed", "centrally-planned" and "developing" countries, with each of them drawing both students and teachers from all three. These programmes can demonstrate the co-existence of different ideologies and cultures and the possibilities of discussion among them.

Participants

16. The aims of the programme in this field should not be limited to enlarging capacity for "planning" or improving public administration. The belief that development is the responsibility of governments, which discharge it with "development plans", is now widely seen as another of the oversimplifications of the past. "Planning" has become somewhat discredited by association with global economic projections which lack social dimensions and have little basis in political

or administrative reality. The key issue is the choice of development strategy, which may or may not be expressed in formal plans for particular periods.

17. Regional and local officials are also involved in the determination and implementation of strategy. So are those working for governmental agencies, public corporations and in private companies, as well as wage-earners, peasants, self-employed professionals, small businessmen, students and housewives. The "participation" of each of these means not merely receiving government directives, or even helping to decide tactical issues, but also shaping the strategy, and, where necessary, taking part in changing it completely. Those involved in the University's educational activities should, therefore, not be exclusively or even mainly officials or nominees of central governments.

18. One category of students, particularly appropriate for the United Nations University, is international officials. Staffs of international agencies have little contact for years with either changing national political reality or advancing professional knowledge (despite a great deal of travel). Conference papers prepared by international secretariats often transmit and prolong perceptions of development problems which are no longer relevant, as exemplified by the "targets" of the Second Development Decade.

19. Another type of students who need the University are university professors. Only some groups in some universities have direct contact with advanced research on development problems. The three problem areas which have been selected as the University's priorities are rarely adequately covered in syllabi, even in the social sciences and even at the graduate level. Yet the universities have an immense influence both through educating future decision-makers and leaders and also through the current impact of their work. The University has a particular role in helping other universities overcome rigidity and obsolescence, whether this is due to their own inertia or to external constraints.

20. Since the number of people actually covered by the University's educational activities must be very few in comparison with the totals in these categories, the prime function of the University must be to test and demonstrate new approaches. If the University grasps the opportunity now open to it and faces the needs which have been created by new developments, both national and international, its education programme could have a considerable impact.

Selection of subject areas

21. The educational programme should naturally take account of the research programmes. Educational activities in subjects which straddle two, or all three,

research programme areas would be especially useful in integrating the University's work and suggesting new lines of research.

Organization

22. The next question is how best to achieve these ends. There are four basic types of instruments available.

- (1) *Seminars* are needed primarily to assess the "state of the art" in a subject area, taking account of new research, and to suggest the topics on which educational activities could be focussed.
- (2) *Workshops* on the educational implications would follow later, with some possible overlap of membership, where draft syllabi could be prepared.*
- (3) *Courses* would then transmit new perceptions, and also obtain reactions from participants.
- (4) *Fellowships*, attached to institutions, would carry varying responsibilities for varied periods.

23. The analysis above suggests that the University's educational policy in its early years should be to promote activities of the first two types.** In this way it can influence education all over the world and thus indirectly very large numbers of students.

24. In any case, limited financial resources leave it little option: courses are expensive and the University would hardly have enough resources to cover the full costs of many. It is true that some expenses would no doubt be met by the host country, but scholarships are usually restricted to particular types of participants (e.g., the officials, or at least nominees, of central governments of "developing" countries). Untied funds are not likely to be available on a considerable scale until the University has established its reputation.

25. A third reason is that it will take time to acquire information about the suitability of institutional bases for course work; one way of finding out is to see how they handle less exacting tasks.

26. Perhaps the most compelling argument for not rushing into course work is that the question of the content of courses in the priority fields of the University's activity is wide open, even what the subjects should be. The very fact that the

* Both these steps may not be necessary, especially in view of the University's financial situation; thus, a seminar could also include a discussion of teaching plans.

** This approach received broad support at the Consultative Meeting in London in October 1976.

University (appropriately) operates at the "frontiers of knowledge" means that educational priorities are changing and theories tentative, so decisions on how to transmit them are far from easy.

27. The University might eventually decide that, in certain fields, course syllabi could be worked out in some detail (with different versions for different contexts). This is most feasible in technical areas, like nutritional planning, where it can be expected that the results of research programmes (in particular those run by the University) will be convertible into operational guides for decision-makers, and the theoretical implications drawn for those teaching in the areas of rural development, agriculture, food, nutrition, etc.

28. It may well be necessary in time to set up one or more institutions for developing courses and/or to make substantial enlargements to existing institutions. This will need outside funds (which should, of course, only be accepted if conditions attached do not distort the objectives or modalities the University Council adopts).

29. A fellowship is often a sort of senior scholarship. Some Fellows could be, in effect, trainees, but others could usefully work at a more senior level, helping host institutions to plan and mount educational seminars and workshops. The permanent staffs of many educational institutions are mostly drawn from one country; often they belong to only one or two disciplines; sometimes they are from the same ideological school. Fellowships could be used for diversification.

30. The composition of seminars and workshops would vary. There should always be some interaction among research workers (including, of course, those in University programmes), officials of both governments and international agencies, those engaged in teaching in the field, and students. For seminars, where basic value judgments will be more extensively discussed, other types of participants become more necessary, as indicated above (paragraph 16).

31. Seminars would normally be fully international. Workshops might, however, be on a regional basis, since administrative systems and key characteristics (e.g., systems of land tenure or different types of external dependency) are usually somewhat more similar within regions. Linguistic problems would also be much less severe: it is expensive and somewhat stultifying to continue simultaneous interpretation for long. So, regional courses would be not only cheaper, but potentially more productive. It would, however, usually be desirable to include a few participants from other regions, in order to draw on their experience.

32. The University should be prepared to experiment. It is not inevitable that people should be gathered for a "seminar" or "workshop" (or "course") and then disband, probably never to see one another again. To establish fruitful

discussion always takes some time, especially when the participants come from different parts of the world; this investment is lost if there is no further contact. There would be a case for a sequence of workshops, say, each some months apart, allowing time to digest the issues, to draw on local experience (incorporated in papers for the second and subsequent rounds) and to reenter the evolving international debate on the implications of research.

33. The optimal structure of a series of educational activities, given budgetary constraints, might even not consist primarily of physical gatherings: material could be sent by mail, and participants could respond and interact via various mechanisms, e.g., by meeting as local groups and electing delegates to an international session, or by using telephonic networks. Issues could be debated on public television programmes linked internationally (e.g., by satellite); discussion need not take place always behind closed doors. Another possible device would be "wandering" seminars, one or two directors moving from country to country in a region.

34. The University should commission a paper on relevant innovations, especially in "extra mural" courses, drawing on UNESCO, the regional social science associations (ADIPA, CLACSO, CODESRIA, EADI and the Arab Association)*, etc.

Materials

35. A major responsibility of workshops would be to suggest appropriate educational materials. One category will, of course, be some of the published output from the research networks. But the net will need to be cast much wider. The University's educational activities should convey the social realities and political context within which problems need to be analysed and solutions sought, including the international environment.

36. Materials assembled for these activities will presumably be widely used, especially by teachers who try to keep their curricula up to date. One major type of consumer would be graduate schools, because the level of discussion in most University activities will be comparable to that of graduate seminars (though the content of these discussions may well be less technical and more policy-oriented). Publications, including bibliographies, should be planned with such needs in mind. A book (or tape) on, for example, "social aspects of technology", drawing on the University's work, might well prove useful to engineering faculties, as well as public works departments, utility corporations, etc.

* CODESRIA has just prepared a report on educational innovations in Africa, and CLACSO is an information centre on educational developments in Latin America.

37. There is also a need for new textbooks (e.g., undergraduate texts in economics or sociology). Although these would go beyond the University's priorities, they could incorporate *inter alia* approaches arising out of research it has sponsored.

38. The layman requires special materials to follow and contribute to the debate in more general seminars, and these could have a very wide distribution. The University should have sufficient self-confidence not to be apprehensive about charges of "popularization".

39. What would be specially useful in the near future would be an independent (but hopefully, sympathetic) book on the University, signed by the author, discussing its aims and how the various activities fit together.

40. The responsibilities of the University in the field of educational materials should not be confined to those arising out of its own research and educational activities. There is a need for translating and diffusing not only its own materials but also those produced by other educational institutions which throw light on new approaches in the fields of the University's priorities (and thus appear in reading lists produced by workshops).

The selection of institutions

41. There are two stages. First, selecting institutions as bases for seminars and workshops, and, subsequently, those to run courses. Just as it is necessary to plan carefully a programme of courses, so it is also important not to rush into the creation of a network of associated educational institutions. Thousands of institutions undertake courses in "planning" or "administration" in the economy as a whole, or in various sectors. Many of them are little known. We cannot even tell whether some of those of international repute would find it difficult to raise their courses above the level of "training". To form educational networks now would inevitably mean *ad hoc* decisions, unrelated to programme priorities, with a risk that the institutions chosen would prove unsuitable, weakening the networks. The difficulty of selecting institutions for the educational programme is compounded by the novelty of the University's priority fields. As has been pointed out above, we shall be in a far better position to judge the capacity of various institutions after they have hosted or participated in seminars and workshops.

42. The Council of the University has indicated that generally associations with the following types of institutions are possible.

- (a) Institutions being proposed and planned or which are at an early stage of establishment and which could be so developed as to fit into programme

priorities of the University and/or which could become incorporated institutions of the University.

- (b) Institutions whose work would have long-term interests and perspectives for the University.
- (c) Institutions which fall within the range of the University's programme priorities and would bring financial benefits directly or indirectly to the University from governments.

43. These criteria appear to refer mainly to research. Drawing on the above analysis, additional criteria are needed for educational activities, especially the seminars in 1978. These include:

- (a) a strong research base, especially in comparative evaluation of the planning and administration of policy, linked to teaching and operational activities;
- (b) experience in interdisciplinary research and teaching on issues of social relevance;
- (c) commitment to academic freedom* and independence from political pressures that would inhibit pluralistic teaching;**
- (d) educational and administrative experience in activities for participants from various types of countries ("developed", "centrally-planned" and "developing") in institutions which have demonstrated that they see their role as regional or international (this role should not be inhibited by the government concerned exercising discrimination in giving visas);
- (e) experience in acting as host to participants of various types—not only officials but also academics, trade unionists, corporation executives, etc. (including those not nominated by governments);
- (f) willingness to innovate and to take part in experimental activities of the University as demonstrated by reputation and behaviour; and
- (g) contributions to the University's work, especially in research.

44. None of these criteria would be mandatory, except perhaps the last; few institutions, if any, could satisfy them all. They are simply suggested as guidelines for the evaluation of possible centres of educational activities. Consortia of institutions, which might lie within a single university or city, could well cover the criteria more adequately than any single one.

45. In view of the numbers of institutions which might be considered candidates, the advice of the five regional associations—ADIPA, CLACSO, CODE-

* This is specified in the "United Nations University Institutional Guidelines" (Expert Group Report, November 1975) and implies that the University cannot hold seminars in countries which would require, e.g., bureaucratic clearance of courses.

** The Expert Group proposed "critical presentation and comparison of the various theories, models, approaches . . ." However, the criterion of relevance suggests that the requirement of pluralism needs to be interpreted differently in different societies.

SRIA, EADI and the Arab Association—would be helpful.* Their memberships cover most of the institutions in their respective regions which would be suitable as a base for seminars and workshops and (subsequently) courses. Their secretariats keep themselves informed of higher educational activities, and organize meetings of leading academics from the institutions concerned. More informal contacts will be needed in countries not covered by the regional associations, notably in North America.

46. It will naturally be necessary to ensure that the composition of the whole set of institutions broadly reflects the world's political and geographical balance. For early seminars, there will inevitably be some reliance on well-established institutions, but when the University moves into the sponsorship of courses, guideline (a) in paragraph 42 would become more important. This will facilitate wider geographical and political coverage, with special emphasis on younger and more flexible institutions in Africa, Asia and Latin America, some of which could be selected to play leading regional roles.

* The participants in the Cairo and Mexico City meetings mentioned in the Preface are all prominent in their respective associations.

III. EDUCATION AND THE STRUCTURE OF THE UNITED NATIONS UNIVERSITY

47. Mechanisms are necessary for developing the programme and monitoring the process. A programme advisory committee for all educational activities is needed to prepare a long-term unified programme, covering all three University priority areas. It would suggest, in the light of early experience and the evolving research programmes, more detailed (and perhaps different) guidelines. The extent to which guidelines are being followed will need to be checked, just as it is at all levels in national educational systems.

48. This committee could consider appropriate methods of teaching, the potential of new teaching aids and the need for education in the skills of higher-level teaching (which might indeed be a suitable subject for the University's research and be covered in the University's publications). It might commission a comparison of different schools of thought on development, so that those engaged in the educational programme could relate the problems in their area to various ideologies. It might also consider the relevance of different conceptual frameworks to different cultures. It could explore possibilities of reaching groups not normally touched by higher education, such as rural cadres, especially since their reaction to the University's research would be particularly valuable. It will need to encourage changes and redefinitions in the programme coverage and plan imaginatively.

49. It should consist of social scientists with considerable educational experience (if possible geographically varied) and good contacts, as well as those who would be ultimate "consumers" of the output, such as officials of planning offices, local authorities, peasant organizations, etc. Quality is important: the autonomy of the University ultimately rests on the validity of its claim to be doing relevant and innovative work,* and also on the reputation of institutions and individuals associated with it.

* The relevance criterion suggests, however, that traditional standards of "excellence" are not wholly applicable.

50. A vice-rector should be appointed with responsibility for the University's "educational" programme as it is described in this report. In view of financial difficulties, however, it may be preferable to appoint an educational programme officer as an interim step.

51. It would help to get this programme launched if an institutional association in the field were established. This could play a major role in the period before a vice-rector is appointed.

IV. A PROGRAMME FOR 1978

52. The principles outlined above (especially the importance of drawing wider implications and integrating the University's work in different programme areas) suggests the following subject areas in 1978.

- (a) The incorporation of the elimination of hunger in development strategies. (This would link with the "Goals, Processes and Indicators of Development" project of HSD.) A seminar in this area could take place in one of the institutions participating in the World Hunger Programme.
- (b) The creation of appropriate technology* for rural development, taking account of energy potential. (This would draw on the HSD projects on R & D in the rural sector, traditional technology and the Japanese experience, as well as the solar energy project in the natural resources programme area.) This seminar could take place at the Bariloche Foundation.

53. The education programme advisory committee could meet for the first time immediately after the joint programme meeting in Tokyo in April 1978, since it could then draw on those attending this meeting. Alternatively—if there is not time or resources for this—some suitable people concerned with educational programming should be invited to this meeting. If the report on educational innovations (cf. paragraph 34) were available, it could be considered at this time.

54. The seminars indicated above for late 1978 should not be postponed simply because any of these institutional steps cannot be taken. The experience gained would be valuable, apart from the benefits to be obtained from promulgating the implications of research and obtaining "feedback".

* "Appropriate" refers to various criteria, including effects on employment, income distribution, consumption patterns, dependence, bureaucratism, traditional culture and the environment; any negative effects under these headings need to be weighed against any economic benefits.